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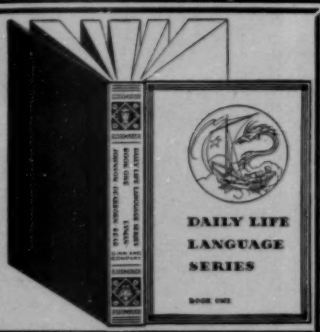

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The Editors Say...

Signed articles in this issue are from California, Oregon, Colorado, Ohio, Pennsylvania, District of Columbia, Connecticut and Massachusetts. Originally known as the "New England Journal of Education," this publication long since abandoned the sectional designation, and became truly national in scope.

•

In all the oratory about better publicity for the schools, one hears comparatively little about the importance of personal contacts between the school teacher or executive and the community. The rarity of that particular suggestion makes us more than happy to present "Best School Publicity Is You," by Superintendent R. D. Case, of Salinas, California. Mr. Case gives specific hints which are practical.

•

Climbing up the ladder of our short story awards we present the story that won the fifth prize. And we commend the author of "Psychology" for the self-restraint exercised in **not** telling a certain person what she needed to be told. It would have been useless.

•

Teachers who follow Dr. Myers's advice on "Cultivating Sympathy in Children" will find themselves inwardly rewarded. We do not give to get, but when we give we can't escape the getting.

•

A story is told of an American missionary in India whose friends back home began sending magazines to the mission station. In order to save postage, the senders removed the advertising pages and mailed only the reading matter. Soon a letter came back from the missionary: "Thanks for the magazines, but I do miss the 'ads.' If you must save postage, omit the reading matter." We hope you enjoy *both* parts of this Journal. The advertisements in our columns surely do contain much interesting information, and many hints for better schoolkeeping.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

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The Best School Publicity Is *You*

By ROSCOE D. CASE
Superintendent
Salinas, California

"How can patrons and taxpayers be expected to have confidence in school people with whom they are not acquainted?"

WHILE the members of the teaching profession have been busy reciting the various media for public relations programs, the medium which is basic to all others has been completely ignored. Almost nothing has been said about it, nothing written about it, and emphasis upon its importance has been negligible. This, the best interpreter of the schools to the people, is *You,* and until its value is taken cognizance of and application made consistent with its value, public relations programs cannot reach their maximum efficiency.

While big business has been taking advantage of the value of this form of publicity in personal relations programs, public school people have shown little progress during the past decade, except possibly in name from "school publicity" to "public relations" and more recently to "interpretation of the schools to the public." The railroad companies, oil companies, book companies, and even colleges and universities send trained men to contact customers and prospective purchasers of their commodity, calling in a friendly way and without display of samples or literature, while school people in whom is supposed to repose vast stores of knowledge of human psychology have to a great extent overlooked the value of this indirect method of selling the schools to the public.

How can patrons and taxpayers be expected to have confidence in school people with whom they are not acquainted? Acquaintance with people of the right sort and friendships inspire confidence, and confidence in you inspires confidence in the product which you dispense. Many times the public has been accused of being unfriendly toward those of the teaching profession. In rare instances such accusation may be justified, but in far too many cases the teacher has been responsible for this indictment. The public cannot be expected to track teachers into their hiding places. Every teacher should take his place in the community, participate as every other good citizen, and help to mould the economic, political, social, cultural and spiritual thinking of the people. Nowhere can be found better-trained experts in these phases of society than those provided by the teaching profession. Teachers are reliable, honest, clean-thinking, sympathetic, and charitable as well as being exponents of the highest standards of conduct. If parents are satisfied to trust the development of their most cherished possessions, their children, to teachers, they will also welcome them into the other phases of their lives. Of this fact teachers should take advantage and by participation in the affairs of the community sell the school to all concerned, parents, taxpayers, and those who are neither.

Probably the first requisite to proper community relations is that the teacher live in the community of which he hopes to be a member. Commuters are not looked upon with favor, for often their interests are where they live rather than where they teach. Although emphasis upon community responsibility and participation has lain dormant for a long time and has been somewhat overlooked in favor of more popular topics, nevertheless, school officials have a right to expect teachers to be a part of the community and teachers should expect to subscribe to the policy of living where they teach. Lack of co-operation with the community in this respect has compelled school officials to pass rulings concerning living in the city and absence from the city during week-ends. Some school officials, to eliminate this problem, select teachers from a distance rather than those living in nearby cities.

A proper relationship is maintained between teachers and merchants only when teachers, so far as feasible, make their purchases

and do their banking in the city which pays their salary.

Fraternity and church memberships should be transferred to the city where one teaches. The old alibi of "home ties" in this matter is usually used to shirk the very responsibility both for service and financial support which the teacher should seek, or at least be willing to accept.

School faculties should be active in every movement and drive for the good of the community such as community chest, Y. M. C. A., Y. W. C. A., Boy Scout, Campfire Girls, and Red Cross.

Other faculty members might well emulate the fine services so often rendered by school administrators in such organizations as chambers of commerce, service clubs, lodges, churches, and welfare associations.

Although it is certainly not to be assumed that participation in community activities means that teachers are continually to parade the schools before the public, they should be sufficiently informed concerning the schools to answer any reasonable question that might be asked. One of the weak spots in most programs of interpreting the schools to the public is lack of knowledge on the part of the teacher concerning what is going on outside his own immediate field. Whenever an inquirer is given the answer: "I don't know," a doubt arises in his mind concerning the value of the educational offering or policy about which he asks. The slogan, "Know your schools," which has been applied to parents, should first be applied to teachers. Did anyone ever hear of visiting days when the instructor in the machine shop is sent to visit the music department, or the commercial teacher sent to the kindergarten, the primary teacher to the commercial department, or the high school principal to a fourth-grade room? Never in history has the public school set-up been in such a state of flux as at the present time when old standards are being questioned, requirements changed, and everyone is talking in terms of the "new education," "new deal," "new social order," and "new America"—whatever those terms connote. This means that there never has been a time when it was so mandatory that there be an enlightened faculty as now, and this faculty must know all about the workings of the public school system. The public must go forward with the schools.

The wholehearted and happy participation of teachers in the various community organizations will do more toward selling the schools to the public than many school newspapers, administrator's bulletins, P. T. A. programs, and newspaper articles. Not only will this sell the school to the patrons but to the pupils as well. The children know whether teachers are associating with adults in the community and where they are making their contributions, and give credit accordingly. Combine this reaction of the child with the favorable impression made by the right sort of personality in the classroom, and it is found that the child in turn becomes an interpreter of the schools to the public. With one in four persons in the United States, including pupils and teachers, acting as salesmen of the schools surely the schools should be sold to the people.

A State With One School District

By JOHN FRANCIS CRAMER
Superintendent
Grants Pass,. Oregon

But the Utopian conditions here described are not found in America—yet.

WHERE is a state as large as Kansas or Utah, with more people than Vermont, New Hampshire, Maine and Delaware combined, which is administered as one school district? Where is a state without a surplus of teachers, and without teachers unemployed? What state has no special school taxes, and no school board members? In what state are teachers civil service employees, secure in tenure, with retirement pensions provided, and promotion and assignment cared for through civil service regulations? These questions do not refer to a mythical Utopia for teachers, but to the state of Victoria, in Australia.

The Commonwealth of Australia occupies almost exactly the same area as the United States, and is composed of six states, as the United States is made up of forty-eight. The six states are united in a federal government in many ways like that of our own country. There are only six school districts in the entire continent, and each district is a state. There are no special school taxes, for the entire support of the educational system of the state is paid out of the consolidated revenue of the state.

American school men who are interested in the twin problems of larger units of administration and of greater state support for schools should not be ignorant of the progress which the Australians have made in these directions. Let us consider the state of Victoria.

Like all the other Australian states, Victoria has a centralized

system of education, with an Education Department under the charge of a Cabinet minister, known as the Minister of Public Instruction. Victoria was the first state to establish such a system, in 1872. The minister is responsible to Parliament for the administration of the educational system of the state. He submits an annual budget, accounts for all money expended, and makes an annual report of the work of the department. As a member of the Cabinet he resigns when there is a change in government, and is replaced by a new Minister, from the dominant political party.

•

The permanent, professional head of the Education Department is called the Director of Education. According to Cunningham: "Under the permanent head the educational facilities of the state are organized and completely controlled from the capital city of the state concerned. Each Education Department selects, trains, appoints, pays and promotes its teachers. It lays down the curriculum to be taught in the schools. It maintains a corps of inspectors, who regularly visit and report upon all schools in the section of the state allotted to them."

All teachers are civil servants, comparable in status to post office employees in the United States. They have permanent tenure, a definite and uniform salary scale for the entire state, and a pension to provide for their old age. Due to the control exercised by the Education Department on the training of teachers, the number of trainees entering the Teachers' College is regulated, with the result that there is never any surplus of trained teachers in the state. At the present time there are no teachers unemployed in Victoria. Since the teachers are civil servants, on the same status as other employees of the state, they have participated in the uniform temporary salary cuts, but they have not received greater reductions than other public servants, as is frequently the case in this country.

In Victoria no school is opened or kept open unless it has an average daily attendance of ten for three consecutive months. For the children in isolated districts several plans are used to provide schooling. Sometimes boarding subsidies are granted, or allowances made to parents who provide for the education of their own children. Sometimes it is possible to transport them to a neighboring school. The method which has been growing in favor and in general use is to educate these children by correspondence. This method has been used with great success throughout Australia, has been adopted in South Africa and several of the Canadian provinces, and has attracted a great deal of favorable comment throughout the world.

•

The Australians pride themselves on their excellent rural schools. In this connection Vice-Principal Browne of Melbourne Teachers' College says: "Thus it is a feature of the Victorian system that the rural schools receive very good treatment. There exist no double standards, one for the city and one for the country district, but every teacher must win his spurs in the backblocks before he can hope for promotion in the city. Moreover there is practically no possibility of influence or political favor creeping in to affect appointments or make a differentiation in the treatment of schools." Further than this, Dr. Cunningham, of the Australian Council for Educational Research, states that "In countries where the provision of educational facilities is left to local control, the adequacy of the facilities made available naturally depends upon the financial and social status of the community concerned. The Australian system, where all State-provided educational facilities are paid for out of a vote by the State Parliament, makes it possible to spread educational opportunities more uniformly."

The consolidated state revenue, from which all school expenses are paid, has its source in taxation, public services, state lands, commonwealth subsidies, and miscellaneous fines and fees. Taxes are largely on incomes and inheritances, with stamp taxes, liquor and other licenses, and motor taxation. It is interesting to note that property taxes furnish less than 8 per cent. of the consolidated revenue of Victoria.

•

In a recent study comparing Victorian costs with those in Oregon, it was shown that due to elimination of small schools and larger classes that Victorian schools handle 40 per cent. more pupils with fewer teachers employed than in Oregon. Teachers' salaries average about $300 a year higher in Victoria than in Oregon, and per pupil costs average $54.17 in the former, and $94.96 in the latter state. A recent comparative study with Stanford Achievement Tests shows that Victorian pupils equal American norms in the fifth and sixth grades, and greatly exceed them in higher grades. Victorian schools are in operation from 220 to 225 days a year.

It is probable that many phases of centralized educational administration would not be favorably regarded by the average American, educated in the tradition of local control. But a study of the state unit systems of Australia leads one to believe that they are more economical; that they are very efficient and result in high achievement; and that the lot of the teacher seems much happier than it is under the many-district plan in vogue in most American states. It is possible that the future may show that the solution of our educational problems lies not in a county unit, but in some approximation of a state unit for schools.

Another Prize Story

"Psychology"

By R. AVERY BAKER

Longmont, Colorado

Awarded Fifth Prize in the Journal of Education's Short Story Contest

IT was Nancy's birthday, and she should have been very happy. A beautiful new doll lay in the buggy, and an array of dainty doll clothes reposed in the little trunk. She had enjoyed playing throughout the day, but the thought of Daddy's arrival in the evening did not bring with it the usual joyful anticipation. Always before, when things went wrong Nancy would say: "Anyway, Daddy will soon be here," and it made her feel much better. Then, when he did come he always took her on his lap, and she told him about the tea parties, and the puppy, and Leon's goldfish, and—before she climbed down Daddy straightened her curls and called her "Star-eyes."

Things had not really gone wrong today. She had her doll, and Mother had made her a lovely birthday cake with pink frosting and six tiny candles. Though Mother had been a bit thoughtful and distracted, she wasn't "nervous." Nancy was glad of that, but somehow she felt all "sinky" inside. And she didn't want to see Daddy.

It had started yesterday. She didn't mean to *steal* the plum. Mother took such a long time to decide just what to buy, and Nancy wanted so much to know whether the plums were juicy and sweet like the ones Leon's mother had brought home. She couldn't tell by squeezing them. Mr. Fitch was nice—he often gave her candy, and surely he wouldn't mind if she tried one of his plums. Mother, though, wouldn't understand that it was all right. Maybe it wasn't exactly, but—Nancy slipped the plum into her little shopping bag.

On the way home, Mother discovered it! They retraced their steps to the store, where Nancy tearfully placed the five pennies from her purse in Mr. Fitch's large protesting palm. She wouldn't ever go to the store with Mother any more. Mr. Fitch would look at her.

But it was even worse about Aunt Margaret and Daddy—especially Daddy! Before he had had time to even kiss her, Mother had said: "Jim, I'm simply broken-hearted tonight over Nancy! She stole from the store! I took her back to Mr. Fitch, and she paid for the plum, but I'm so worried about her!"

Daddy looked solemn. "Leon has a new football," announced Nancy, agitated. Then company came. Mother slipped away later to find Nancy and hurriedly put her to bed.

Before she was up in the morning, Daddy left for the office. That was this morning. Now, once more, it was nearly time for him to come home. He wouldn't think Nancy was good any more. He would look at her and be solemn again. Perhaps he wouldn't even love her now!

Daddy came up onto the porch. He was whistling! But probably he wasn't thinking about Nancy's stealing—he'd remember when he saw her. She squeezed the doll tight and rocked hard. She kept her back toward the door. "How's my big girl? Did you save me a piece of the cake?" He had forgotten!

Nancy climbed into Daddy's lap. She was glad he had come home! Aunt Margaret stopped in before bedtime, and that was nice, too. Nancy liked Aunt Margaret almost as well as she did Daddy. She laughed so much, and then Daddy and Nancy laughed—and even Mother sometimes.

Nancy carefully turned down the spread before creeping between the crisp white sheets. Mother's voice could be heard from the hall: "But I couldn't bear to think that she would repeat it, Margaret. It was only a plum, but—"

"The plum!" Nancy pulled the covers over her head and hugged her doll.

Mother came in and tucked the covers close. "Goodnight, darling. You're never going to steal again, are you? Mother would be so unhappy! Promise me, Nancy, that you'll not do such a thing ever again, and I'll try to help you all I can. Do you promise, dear?"

"Yes," said Nancy. Mother ought to know that she wouldn't steal. "Is tomorrow when I can go to school?"

"Yes, dear, Now go to sleep."

•

Nancy was downstairs early. She was big enough to start to school! The day had come at last, and Miss Dunham would be her teacher! How could she wait till eight-thirty?

Several mothers were leaving as Nancy and Mrs. Corlis entered the room. The seats were nearly filled with excited beginners. Leon sat straight and looked im-

portant. Mary and Doris were wearing their new dresses. Nancy's dress was new, too. Miss Dunham would think it pretty—so would Leon and Mary and Doris! And how surprised they would be when they learned that she could already spell "school"!

"Good morning, Mrs. Corlis. So Nancy is to be one of my little girls!"

Nancy smiled happily.

"I hope she won't cause you any trouble, Miss Dunham. We must work together—keep in touch with each other. I must confess that I have worried a great deal about Nancy, since she took a plum from the store the other day. Of course we paid for it, but it is so easy for a child to form a habit. You know enough about psychology, Miss Dunham, to understand what I mean."

"Yes, Mrs. Corlis, I'll do all I can——"

"Nancy is not a 'problem child,' not at all! But we must watch her, see that her habits are what we wish them to be. I suppose you agree with me that any child *may* become a 'problem child' if handled unwisely."

"I certainly do, Mrs. Corlis!"

Miss Dunham's eyes softened as she turned to Nancy. "I'm sure we will get on splendidly, won't we?"

Leon looked at Nancy. His eyes were very large and round. There were many large, round eyes.

"Goodby, darling, be Mother's good girl."

•

"Her report card is terrible, Jim! Not a grade above C, and 'Unsatisfactory' in both Effort and Conduct!"

Miss Dunham called at the Corlis home. "I'm so upset over this card, Miss Dunham! What does it mean? Something is very wrong, indeed!"

"I'm sorry—I tried hard to get her started right, Mrs. Corlis. At first she was so shy, she held back, and it was next to impossible to coax her into the games with the other children. Then she did join, but she seemed to think she must make them laugh—do some little clownish trick, or make faces. She was standing on top of her desk the other day when I came back into the room after recess. She is making discipline very difficult for me."

"That doesn't sound at all like Nancy! What has got into her? She is spending this afternoon with her aunt—I believe I should call Margaret to bring her right home. We'll talk this out. I'll call Mr. Corlis, too, if you can wait till they come?"

"Mrs. Corlis, you said when you brought Nancy to me, that we must work together for her good—would you consider it impertinent if I made a suggestion?'

"A telegram for you!" The maid entered. "It just came."

"My sister in California is very ill! You'll excuse me, Miss Dunham, we'll have to decide matters another time."

•

Nancy was to stay with Aunt Margaret. It might be several months before Mother would be back, so it was decided that she should attend the school near her aunt's home on the opposite side of the city. She felt very happy and excited. It would be lonesome without Mother, but Aunt Margaret was wonderful! Nancy would be allowed to help with the dishes and beds, and even to make the cocoa and toast! Then, Daddy would come to see her almost every day. She wished, though, that she need not go to school. Leon wouldn't be there, nor Mary and Doris. None of the children she played with would be there. But, after all—maybe she didn't mind—she did feel sort of light, like a butterfly, when she thought about it. She wouldn't need to make faces and feel tight inside. Nobody at this school knew about the plum.

•

"This is Nancy Corlis, my little niece."

"I'll be glad to have you in my room." Miss Layton took her hand.

Nancy smiled happily.

"I hope," began Aunt Margaret—Nancy held her breath—"that you'll be the best of friends!"

•

"I'm so proud of your report card, Nancy! You're a good little worker, and a good little girl!" Aunt Margaret gave her a hug.

"I like this school," said Nancy.

•

"I think, Jim," said Mrs. Corlis, "that we should allow Nancy to finish the term with Miss Layton. Miss Dunham did her best, but I believe Miss Layton understands child *Psychology* much better!"

From now until the end of time we may enact laws in an attempt to make men recognize their obligations to society, but the only way in which this recognition may be accomplished actually is by education. We may call sessions of Congress, seek amendments to our constitution, summon world conferences, or do any one of a number of things hopeful that we may thus hasten the arrival of an improved social order and even though we might thus attain it, it would fall if education had not prepared men properly to administer it.

—Harold G. Campbell, Superintendent, New York City.

Cultivating Sympathy in Children

Eighth in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

THOSE of us who grew up in remote rural sections where the population had not shifted much, can recall the human sympathy which prevailed among the country folk. Sickness in a family was the signal for numerous inquiries by the passing neighbors, or for special visits by them. There was someone always ready to assist the afflicted family. In instances where long illness or a death delayed the harvesting or planting, neighbors all about pitched in to help. For such services no money was paid, none was expected. It was love-service, the thing to do.

Children, young and old, visited the sick and suffering to cheer them up and, unfortunately, at times caught communicable diseases, since such matters were not then well regulated. Unfortunately, too, young children attended funerals, always public. Yet in compensation there inevitably was cultivated in those growing up a wholesome human sympathy.

In crowded cities, in small towns, even in the country, neighborliness in recent years seems on the wane. There are many reasons. Population shifts more rapidly today. Dominance of the machine and increase of crowded living have been factors. Curiously enough, the closer people live together, as a rule, the less neighborly they are.

Something else has happened. Almost paralleling the machine development has grown a stoicism which seems almost imitative of the robot. Even our efforts at relief have, in keeping with the times, become impersonal. Though most of us would not advocate return of the days of hit-or-miss charity, we might as well admit that along with the gains from organized relief have come serious spiritual losses.

GARRY C. MYERS

It may be assumed that the general stoicism of the times prevails in the classroom. A certain high school girl remarked in a matter-of-fact way: "I know three girls at school whose father committed suicide in the last six months." In that same high school there had been two student suicides within three months, and a total of six during this girl's junior and senior high school days. I could find no evidence that the teacher or the student groups had ever tried to bring special cheer and comfort to the students or their families so bereaved. Nor does there seem to prevail any concerted effort to aid students emotionally who have lately faced bereavement of any sort.

Does the average teacher know anything about the emotional background of her individual pupils? Nora Remley has been absent for four days, submitting on return a written excuse, "Death in the family." How often does the teacher know what member of the family died? How often does she care? Not that she means to be hard-hearted. She just assumes it is not her business. Does the teacher or the student organization make special attempts to help the bereaved student to regain as easily as possible the learning losses which resulted from the absence? Or help him find more satisfactions to divert his thoughts from grief? I wonder, too, what mental hygiene measures have been taken to prevent the causes of increasing adolescent suicides.

In the classroom there are students with loved ones very ill, loved ones who have long been invalids, or have been a constant source of care and worry and anxiety to these students and the other members of their family; students also whose parents are unemployed, or are almost driven to distraction over money matters, maybe losing their home. There are students, too, whose parents do not understand them at all, or parents in continual discord, for whom love and happiness at home are hardly known.

What does the average teacher care about these matters, and why should she—except as any other person reasonably sympathetic should? Her principal and supervisor, as a rule, the teachers under whom she had her training, and the textbooks which she studied rarely emphasized such human items.

Some, fortunately, have begun to do so; more tomorrow will.

Just before last Christmas my youngest lad, then eleven, came home from school all excited. His teacher had taken his class to the home for the aged, where they sang Christmas carols. Said the happy boy: "One old lady was blind, Dad, but she smiled so

sweetly as she told us how glad she was that we came to sing to them! Some sat up in bed. Another beautiful woman with gray hair, who looked a little like grandma, told me she was eighty-five, said we made her think of her own children when they were small."

The spiritual values gained by these children from this enterprise hardly can be measured. When this same lad was ill for several days he received a large package of letters, one from every classmate, written at school as a part of the English lesson. How these letters cheered him! "I know," said he, "they got a lot of fun writing them. Miss Marie always has us write letters to any one out of school more than three days in a stretch. Once we took flowers with our letters to Tony when he lay in the hospital with a broken leg."

This teacher not only cultivated wholesome attitudes in her children, but she also utilized effectively a normal situation to make English lessons interesting.

If I were teaching in the elementary or secondary school again, I should try to find many ways of cultivating human sympathy and tenderness in my students. I should also like to prove that I cared about anything which meant much to them. I should each morning try to be at school early, not there to write out lessons on the board, but to visit with the children, hoping they would talk to me about all sorts of things and that they informally would acquaint me with their homes, selecting me as the first person to tell of any sorrow, grief or worry, particularly in relation to their loved ones. There would be no "bell-work" assigned those arriving early before "books." They would come to gain the very best education of the entire day, to visit together, joke together, work together, over things of deepest interest, always finding me accessible for individual or group help.

I just don't know how well I might measure up to my ideal. I'm human as are other teachers. But I should like to try, hoping to improve gradually, finding all the while a vast amount of satisfaction from the effort.

History Is Life

By CHARLES WILLIAM HEATHCOTE
State Teachers College
West Chester, Pennsylvania

Leading students to the sources will make history more real to them.

FOR many years some progressive educators have been urging the need of studying history beyond the pages of textbooks. They have contended that frequently textbook history is circumscribed, organized according to standards which destroy its sequence and continuity; that phases of history are overstressed which are not the important or major interests in understanding an unfolding civilization.

In our present-day world with its new systems of transportation, communication, multiplication of books, magazines and other methods of acquiring and disseminating knowledge, school curricula must be constructed so that the pupil may know that *history is life*. For example, the work of the archeologist who uncovers cities buried in the Mesopotamian plain, dating back to 4,000 years B. C., as well as research workers who remove the dust from forgotten and buried English manuscripts prior to the Magna Charta, or the synthetic analyst of modern times—all are contributing to the unfolding of life which must be clearly understood. In other words, pupils must first experience history before they can know what it is.

To know history in this way the pupil must know the primary sources of history. He cannot grasp the meaning of the sources from a textbook nor from the consultation of many texts irrespective of how valuable they are or how interestingly they are written. He must be taught to know that a primary source of history is the foundation record which was made just as soon as possible after a certain event or events took place, by those who witnessed them or participated therein. These evidences, which give data or materials which are factual, must stand every possible test to show the truth, the whole truth, and nothing but the truth. For example, it is of the utmost importance to understand the process of English colonization in the new world particularly as it has affected the backgound and foundation of our own country. This phase of American history is exceptionally confusing to the pupil as he tries to unravel the story of the charters and the relation of one colony to another, and particularly if the narrative is set forth out of its sequence so that he cannot grasp the development in its unity.

The result is the child becomes indifferent and dislikes history. The teacher, too, has a difficult task because it means re-organizing the book, and the children may become confused in the assignment. What we need in conjunction with texts and other basic readings are pamphlets or mimeographed sheets which set forth the outstanding primary source documents sequentially ar-

ranged and carefully annotated, which relate to the settlement of each colony. For instance, if the fundamental documents relating to the Hooker settlements in Connecticut were published thus, new interest would be stimulated and the pupils would realize that history is life. This is something they must realize because their citizenship is built upon it—in fact the history of the United States and the citizenship of its people are inseparable.

When the documents or primary sources are used, the textbooks and all collateral readings will take on a new meaning. The sources constitute the guide in readings, class discussions and projects. Pilgrimages and visits to old buildings take on new interest and understanding. It will not be just another trip, but an understanding of another phase of life. When a pupil has this vision what an unusual perspective he has. Mind and imagination are limitless in the realization of the possibilities.

How to Guide Reading Activities

By DANIEL P. EGINTON
State Department of Education
Connecticut

These 30 suggestions, if put to work, would revolutionize the teaching of reading as it still is done in most classrooms.

PUPILS should learn to use the following features of books skillfully and extensively: (a) pages, (b) table of contents, (c) index, (d) glossary, (e) illustrations, (f) notes, (g) references.

2. Special emphasis should be given to help pupils overcome such major deficiencies in reading as: (a) inability to understand what is read, (b) difficulty in recognizing new or unfamiliar words, (c) reading slowly and laboriously, (d) reading too rapidly and carelessly.

3. Emphasis in reading should be upon getting meanings, feelings, and thoughts rather than upon the mechanics of pronouncing words and sounds.

4. In order to help pupils understand, it is desirable to use such technics as rhyme, pictures, dramatizations, stories by pupil or teacher, objects, and interpretation of real experience.

5. Pupils should be guided to permanent reading interests, good tastes, and effective habits which carry over into life situations outside of school and beyond the school days of the pupil.

6. Pupils should develop the habit of using the dictionary extensively, consider the different meanings given, and decide by a study of the context which meaning or word is most appropriate.

DANIEL P. EGINTON

7. Oral reading in real audience situations should be used occasionally to get others to understand, think, and feel the way that the pupils want them to understand, think, and feel.

8. Pupils should develop a wide span of recognition with regular forward movement and accurate return sweeps of the eye in order to gain (a) power or depth, (b) quickness or speed, (c) accuracy.

9. The kindergarten should endeavor to make the following contributions to beginning reading:—

(a) Help develop the working vocabulary of all boys and girls.

(b) Help overcome speech deficiencies.

(c) Help the child increase his knowledge of his environment and gather ideas.

(d) Acquaint children with nursery literature.

(e) Help children develop right attitudes toward, and become acquainted with, books—handling them, looking at pictures, etc.

(f) Help children recognize such things as their name, desk, chair, picture, table, books.

(g) Help children discuss and interpret their experiences, stories, pictures, etc.

10. The home should encourage rather than discourage children to read widely and also should provide a satisfactory home reading environment.

11. Reading should not be conceived as a mere skill but rather as a means of enriching and extending knowledge, of stimulating and furthering the capacity to think, and of satisfying, broadening and deepening interests.

12. Skill and power should never be emphasized at the expense of favorable attitudes, rich variety of reading experiences, and deep interests in reading.

13. Pupils should be encour-

aged to observe such characteristics of a selection as the narrative and descriptive quality, character delineation, choice diction, rhythm, organization, humor, and depth of thought.

14. Pupils should formulate a definite statement of the things which make reading effective and use it as the basis for their growth objectives.

15. Since reading rates vary with different pupils and with the purpose or nature of the reading, all work should be adjusted to the needs, interests, and capacities of individual pupils.

16. Since comprehension and speed are generally better in silent reading than in oral reading, pupils should often read silently in order to gain meanings and ideas from written symbols.

17. Since lip movements and finger pointing hinder speed and comprehension in reading, they should be avoided by aiding the pupil to interpret phrases and sentences as wholes rather than as separate letters, syllables, and words.

18. Rigidly organized, logically systematized, standardized methods of helping children learn how to read should not be followed.

19. The environment of the school should be attractive, pleasant, and conducive to reading, containing such things as reading tables, easy access to books, appropriate pictures, books well displayed, some comfortable reading chairs, good lighting system, and some reasonably quiet places.

20. Major causes or reasons for unsatisfactory learning in reading which should be carefully noted are: Defective vision, lack of interest, slow comprehension, narrow span of recognition, vocalization and lip movement.

21. Pupils should be given opportunities to improve abilities through work-type reading, doing such things as:—

(a) Finding the paragraph which answers a question.

(b) Picturing or illustrating the principal ideas.

(c) Finding sentences which have been acted out.

(d) Answering questions by checking proper word or words.

(e) Locating the words or sentence which tells something.

(f) Discovering how quickly the ideas in a selection may be obtained.

(g) Finding parts of a selection which tell about pictures.

(h) Skimming to find right word or words for puzzle questions, or for principal ideas.

22. Pupils should not drill extensively on phonetics since it might tend to promote the development of such undesirable habits as:—

(a) Progressing in very small units or steps and thus prohibiting speed.

(b) Too explicit articulation.

(c) Looking at each word during the process of pronunciation, thus encouraging a very narrow eye span;

(d) Reacting primarily to the pronunciation stimulus and disregarding comprehension.

23. The school should help children learn to read by doing such informal things as:—

(a) Observing signs: go, stop, laundry, Hartford, danger, park here, etc.

(b) Labeling objects in the classroom; desk, chair, lockers, crayon box, table, etc.

(c) Reading things written on the board such as names of committees, rules, and directions.

(d) Reading news items or directions on the board: "We are going to the park today."

(e) Listing things to be done in the development of a project.

(f) Observing the names of different books and pictures.

24. The school should make an exhaustive, detailed list of library books suitable for children of various ages.

25. A bulletin board made of cork, carpet, beaver board, or plaster board may be used to stimulate interest in reading by displaying such materials as: pictures for appreciation, original stories, current events, historical items, original poems, special announcements to class, book reports, best work of pupils for inspection, plans for news items of interest, and directions.

26. In the development of a unit of work pupils should be encouraged to collect and read poems about such major topics as: wind, sea, trees, snow, rain, home, human relations, history, character, etc.

27. The school should watch carefully so as to encourage pupils to read orally in the following kinds of purposeful situation:—

(a) Read articles, poems, stories, or books to inform or entertain others.

(b) Read minutes, reports, resolutions, announcements, notices, instructions, etc., at meetings.

(c) Read plays and dramatizations.

28. Reading activities should be *jointly* initiated and planned by the professional staff and pupils in accordance with the needs, interests and capacities of each pupil rather than be dictated by adults or a standardized textbook.

29. Reading should not be organized as a separate, disconnected subject but should be done as an integral and vital part of practically all the things which the pupils do.

30. Standard or informal tests should be given to find each pupil's particular oral reading errors: mispronunciations, omissions, substitutions, repetitions of words, attention paid to marks of punctuation, etc.

The World in the Classroom

By RUSSELL V. BURKHARD
Principal, Frank A. Day School
Newton, Massachusetts

A ROOSTER took his hens to a nearby farm for a look at some ostrich eggs. "Don't misunderstand me, girls," said the old boy. "I merely wish to show you what others are doing."

Education is less and less a factual process—more and more an interpretive one. The business of interpreting life and right living to children falls on our shoulders. To do the job intelligently necessitates that each teacher, himself, should have a growing perspective of the world. We should see what others are doing.

Probably the devices at present that get great cross sections of human activity before us most efficiently and economically are those things which, for want of a better name, we call visual or teaching aids. Fortunately we don't have to break down sales resistance in getting visual material before old and young.

It truly may be said: "All the world loves a picture." Pictorial sections in the dailies are always good sellers. Patrons go now to the movies in the numbers they do, perhaps not because they like questionable pictures, rather because "Hope springs eternal in the human breast." They must satisfy that desire to see life as others live it.

Forman, in his book "Our Movie-Made Children," points out that 79 per cent. of all talkies through a certain period dealt with sex, crime, and violence in general. This is in spite of a wealth of other genuinely true and interesting material.

As a junior high school administrator I regard it as part of my job to provide continually ways and means of promoting a better social understanding. This involves, in part, provision for all the constructive visual material possible. The state and federal governments are functioning very helpfully along these lines. Good material is available, not only from them but from several colleges.

Our general shop teacher, Mr. Gustavsen, who shares my enthusiasm, who has mechanical skill and experience, had the vision to expand a field that has already amply justified itself as harmonizing with modern educational objectives.

First, he joined an adult class for the study of visual aids. That kept him constantly in touch with newest developments. Then he proceeded to organize a club of youngsters. They, in turn, enlarge this field of endeavor by getting in touch with all phases of school activity. In club time these pupils learn to maintain and manipulate projectors, balopticons, film slides. They arrange for the showing of teaching units in their subject classes. They handle publicity campaigns for shows and lectures. They are beginning to realize the co-operative possibilities of working with the camera club, the science club, the broadcasting clubs.

One of the National Broadcasting Company vice-presidents, Richard Patterson, recently gave us a glimpse into the future when, over the air, he described developments within a decade that would make our present methods of communication and visualization seem very puny. He told of instruments the size of our watches with which we can tune in the world. He forecast the wonders of television just around the corner.

The world passes by. Let's watch it!

Placing the Blame

By IRL H. DULEBOHN
Superintendent, Bessemer Township Schools,
Ramsay, Michigan

Two dignified professors together are bewailing
The lack of preparation in the latest crop of "frosh,"
They nod in sage agreement: "It's the high schools that are failing,
They pass those students on with heads as empty as a squash."

Two haughty high school principals in meeting have concluded
That the current year's beginning class are mostly dolts and fools.
"It is lack of preparation," and, "They ought to be excluded."
The trouble, they decide, is in the elementary schools.

Two elementary teachers who have stopped a bit to chatter
And to drown their common problems in an evening cup of tea,—
"But, my dear, they've no home training!" "I agree, that's what's the matter,
Whatever sort of persons can such children's mothers be?"

Two mothers who have met and are consoling one another,—
"Matilda is so stupid,—but what can a person do. . . .?
"You know my husband's people. . . ." "Yes, I know," replied the other,
"My Johnny's just the same,—but then, his father's that way too."

THE *Problem Box*

Conducted by DR. AUGUSTUS O. THOMAS

DR. THOMAS

Sending Them to the Office

QUESTION—I am a regular teacher in an elementary school, but am designated as principal, and have many duties to perform. Among these, teachers refer many cases of discipline to me, these references have become very numerous. Do you suggest that I should instruct my teachers not to send pupils to me for correction?

Answer—If you are principal in fact of your building and have authority over instruction and discipline you should not be required to teach full time. You should have time to visit your teachers and to counsel them in regard to management and discipline. Assistant teachers often send for the principal or send their pupils to her for correction and discipline for trivial matters. If such cases get too numerous the principal will take measures to lessen them. You cannot afford to neglect your own classes and the teacher who is referring her pupils to you for every breach tends to weaken her authority. You have a right to assume that teachers are able to handle their own cases of misconduct, and you have a right as principal of the school to impress upon your teachers that only in extraordinary cases should your authority be sought. I would suggest that you select an opportune time and call your teachers together for a conference, discuss the types of cases which should be taken care of by the teacher, and the types which might reasonably be referred to you. Perhaps it will be decided that only cases of insubordination should be referred. The teacher cannot afford to place herself in the minds of her pupils merely as a spy. She must make herself the mistress of her room. In difficult cases the teacher should have the support of the principal.

•

Not Enough Books

QUESTION—I have a class of forty studying geometry. The class formerly numbered thirty, and the increase has come from increased enrollment not taken care of by corresponding increases in the teaching staff. The school supplies me only thirty copies of the geometry textbook, which makes sharing necessary. The results possible with the larger class and the inadequate equipment are not up to the former standard. What should I do?

Answer—You ought to present this question to the principal of your school in exactly the same way as you have presented it to me. He will certainly recognize that it is unfair to you to ask you to carry more students than you formerly were asked to carry unless you can have more tools to work with than were given you in the earlier days. He is sure to see that you ought to have not only a textbook for each one of the pupils in the class, but all the supplementary material in the way of workbooks, etc., which you need. If he cannot supply these, he must recognize that you cannot get the results which you got earlier.

•

Student Pilfering

QUESTION—We are troubled in our school with pilfering. Students lose valuable articles of all kinds. Money, gloves, and lunches, and other things disappear. We would like some suggestions as to meeting the situation. Do you know how this problem has been solved in other cases?

Answer—Well, you have asked a poser. Pilfering is likely to appear in the best regulated schools. It has bothered many schools until the faculty has despaired. I have been losing gas from my car on the street; friends have lost robes, even the accessories of their cars. We have a system of police to help protect property. It is unreasonable to expect you will not find some thieving in a school of any size. It can be obviated in small schools on account of the ease with which such wrong doing may be detected. The only way I know in a school of large size is to have lockers, and the children trained to use them and thus remove the hazard of loss. However, I know of one instance where such a sentiment was created in the school against this sort of thing that pilfering became rare and inconsequential, and almost ceased to be a problem. I like the idea of student honor and loyalty to the school community. Students (many of them) are naturally careless. Your first obligation is to overcome this; warn them to leave no money where it will be a temptation; require them to mark their clothing, rubbers, gloves. It is the school's place to develop care as a part of character training and to build the sentiment of honor. In the meantime keep down temptation.

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Hard-Hit Institutes

QUESTION—I am county superintendent of schools, our boards

(Continued on Page 201)

EDITORIALS

Public Support

HOW extensive an educational program will the public support? Will it maintain all that it has so far undertaken to maintain? Will it go further than it has gone yet in supplying nursery schools, junior colleges, and education for adults?

Nobody can tell today what the public will do tomorrow. It is easy to assert what the public ought to do.

But the public, in the long run, will do only so much as it is convinced will be a sound social investment. The public is in a mood to be shown rather than to be told.

It may decide that nursery schools are a needless assumption of duties belonging to the home. It may decide that the new leisure does not make it mandatory upon the community to provide free tuition for adults. But the public cannot with impunity neglect the problem of its young people just under twenty-one, unsettled in their attitudes, facing an inhospitable business world, and needing to be rightly oriented toward the community and its future.

Society can do nothing more stupid than to overlook its young people at that most critical age when they are turning either to the path of useful citizenship or to that of anti-social conduct, indolence, cynicism and even criminality.

• • •

New Type of Undergraduate

COLLEGE campuses are not the same happy-go-lucky places they were five or six years ago, when students were flush with father's spending money and studies were only a necessary evil between two festive week-ends.

The undergraduate of today is more serious because he has to be. In general, he is present in the college because he cares enough about an education to be willing to make some sacrifices and earn a portion of his own expenses.

Selection of candidates for admission has been made a little easier, where faculties are wise enough to welcome earnest, industrious young people rather than those who merely want four years of college life and whatever social prestige may happen to go with sheepskins.

That many students are having a hard struggle to do their assigned lessons while earning their way wholly or in part, is undoubtedly the case. In some instances the studies suffer. In others, physical health is impaired.

Unusual responsibility rests upon college officers and teachers, in such times as these, to have regard for the human factor in dealing with the youths entrusted to their charge. This is no time for that rivalry between professors or departments which results in unbearable layouts of studies to be done. Such impositions have never had any justification, since they undermine health, cause mental anguish to many students, and in the end result in superficial knowledge more than thorough understanding and the growth of power.

If hard times have led perforce to some moderating of the mad pace set by certain over-zealous faculties in the past, undergraduates will be the gainers, both now and later. For education consisteth not in the abundance of subject matter crowded down students' throats, but in what they can digest and make their own.

• • •

Open Versus Muzzled Speech

FREEDOM of speech has become so well established in the United States, that any attempt on the part of government to curtail expression or to make every citizen subscribe to any given set of political doctrines would meet with strong resistance. At least, we like to believe so, though we can recall periods like that of the late war during which much standardization of thinking was the rule.

It is well at all times to guard this right, guaranteed by our Constitution, and inherent in the air we breathe in this Western Hemisphere.

There are some Americans who look with envious eyes upon certain European nations which have surrendered themselves to dictatorial rulers. Mussolini, for example, has done wonders for Italy through his exercise of practically unlimited authority. But—at what cost to intellectual liberty!

This excerpt from an official textbook used in Italian schools reminds us sharply of the difference:—

"Religious dogmas are not discussed, because they are truths revealed by God. Fascist principles are not discussed, because they come from the mind of a genius: Benito Mussolini."

That in the twentieth century, in civilized Europe! Can we in America solve our problems through co-operative experimentation subject always to a running fire of criticism? Let us hope we can!

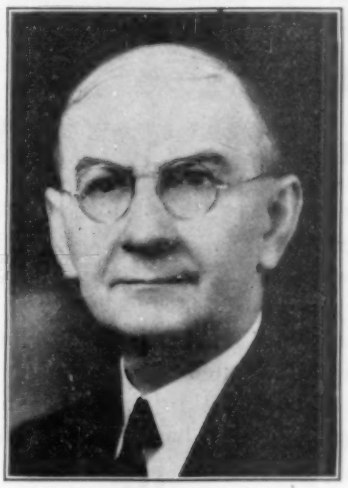
Eminent Educators

CANDIDATE SAUNDERS

JOSEPH H. SAUNDERS of Richmond is more than a "favorite son" advanced by the Virginia Education Association because of his services in founding and building up that organization or because of his membership on the Virginia Board of Education. The Virginians point proudly to the national standing of Superintendent Saunders and especially to his activities in the N. E. A. itself. For years he has been a devoted worker and leader in the affairs of the Association. He was a member of the building committee for the new headquarters. He even built the platform of the Association (as chairman of resolutions committee at Atlanta, 1932). He is the fellow they whisper to when they get into a parliamentary traffic jam and want to get out. He is chairman of the National Education Association's board of trustees and sits on the executive committee. In 1933 President Rosier said: "We owe a great deal of the soundness of our financial situation to the indefatigable efforts of Mr. Saunders, who has wrestled with this thing almost night and day." Mr. Saunders is a native of Portsmouth, Va.; graduated from William and Mary College; holds a master's degree from Chicago. He has headed the schools of Richmond for a dozen years. His many friends believe he is the logical next president.

•

CECIL ROY JENKINS, with headquarters at Savannah, Missouri, administers the schools of Andrew County—where he was born less than thirty-five years ago. He has held his present post for eight years. His high school and college diplomas were won by the earn-as-you learn process. He holds a master's degree from University of Missouri. Although fond of reading he also likes people, and his associates in Missouri education like him well enough to confer sundry offices upon him. In addition to his daily duties as an administrator, he finds time to conduct a Sunday School.



JOSEPH H. SAUNDERS

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ROBERT L. HUNT, superintendent at Madison, South Dakota, since 1929, has made an unusual record for maintaining services to the boys and girls while working on a reduced budget. No doubling up of classes in the grades, no dropping of subjects; no impairment of any teacher's health from overwork, so far as observed. Superintendent Hunt does many things well. He is active in the organization and regulation of athletics and in solving administrative problems of various kinds. His schools issue an effective bulletin for the information of patrons and taxpayers.

•

ALBERT M. BANK guides the pupils and teachers of Lincoln Junior High School, Minneapolis, along interesting pathways. He stresses the activities program and he passes physical well-being around to all through a system of intra-mural games that is one of the most extensive to be found anywhere. But mental health takes precedence over everything else in his philosophy and practice. This year Mr. Bank is president of the Principals' Forum of Minneapolis.

•

M. L. COOMBS, president of the State Teachers College, Fredericksburg, Virginia, is doing notable work in the preparation of his young people for an intelligent understanding of international affairs. He has regular courses in this subject, given under an able instructor. Dr. Coombs is also doing an unusual work in preparing his young teachers for intelligent participation in the state's health program.

•

ANNIE W. BLANTON'S work as state superintendent of public instruction, Texas, from 1919 to 1923 is still remembered with satisfaction by Texas educators. Dr. Blanton is now teaching educational administration at University of Texas, her alma mater. She bears a Ph.D. from Cornell. She was the first woman to hold important state office in Texas; first woman also to head the Texas State Teachers' Association. She was founder and first national president of Delta Kappa Gamma. She was three times vice-president of the National Education Association, and holds membership in many professional, social and scientific organizations.

Winshipisms

"The age demands great teachers rather than great methods."

•

"It were well for the teacher to say to herself every morning: 'These children will be forming habits for eternity today under my leadership.' What a thought! How insignificant it makes some daily doings appear!"

•

"Whoever undervalues the privilege of teaching should retire from the profession."

Bills Before Congress Ask Emergency Aid for Schools

THE sorry financial plight of the public schools in almost every state and the urgent need of Federal aid are reflected in some twenty-three bills filed with Congress.

Twelve of the twenty-three measures provide for grants through the Reconstruction Finance Corporation, these grants to be secured by tax anticipation notes or delinquent tax warrants.

The National Education Association has urged teachers throughout the nation to write letters to their representatives in Congress demanding financial relief. The National Education Association expressed preference for the George-Ellzey bill, which would authorize the RFC to make $50,000,000 available immediately and $100,000,000 for the school year ending June 30, 1935.

Columbia University and the Progressive Education Association favor a bill by Representative Braswell Deen of Georgia, which would appropriate from general Treasury funds $400,000,000 to be used for educational purposes and distributed on the basis of $11 per pupil in the grade and high schools, based on average daily attendance figures.

Representative Matthew A. Dunn of Pennsylvania proposes that the President set up a special committee to investigate the needs of education, the amounts due teachers in salaries, and then make a recommendation to Congress as to the needs of the situation.

House committee members seem of the opinion that there is an emergency facing the entire educational system but feel that instead of making direct grants or loans from the RFC or Treasury, the money should be supplied through the Federal Relief Administration.

English Teaching Stagnant In Most Secondary Schools

ENGLISH teaching as found in high schools generally throughout the nation, was severely scored in a report by Dr. Dora V. Smith, associate professor of education, University of Minnesota, in a report made public through the Federal Office of Education. Dr. Smith's study is one of twenty-eight comprising the National Survey of Secondary Education.

The study was based on an analysis of English courses in 127 cities of 35 states, the cities ranging from New York City to places of 2,000.

She reported "a notable lack of recognition of the major objectives of expression and the methods most effective in achieving those objectives." In literature she found that the required reading lists were but little changed from the college entrance requirements of 1890. Instruction thus leaned heavily upon the classics, with works of British authorship outnumbering more than two to one, those of American origin.

"Teachers who insist upon some classic, offer as an excuse that colleges require it; although studies of college entrance requirements fail to show a single college insisting upon any one classic: nor does the College Entrance Examination Board place such a requirement."

Despite the emphasis upon grammar, there seems to be no agreement on what grammar is to be taught.

A brighter side of the picture appears in the evident tendency to regard English as a tool subject, primarily designed to prepare boys and girls for the expressional activities of everyday life. Dr. Smith welcomed the disposition to look upon English as a unified study, with little of the old-time division into spelling, language, reading and grammar, taught disjointedly by different teachers.

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Schoolmen Ready To Face New Day

PUTTING the work of the schools in step with the times seems to a growing number of schoolmen to be more basically important than insisting that the schools are already perfect. Superintendent John Lund of Newton, Mass., expressed this viewpoint forcibly at a recent meeting of the Massachusetts Association for Educational Method, held in Boston.

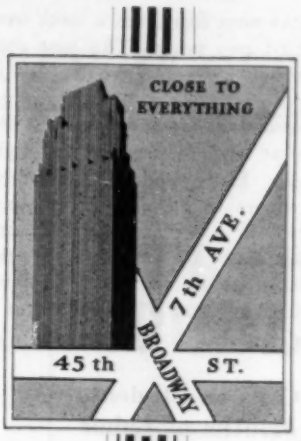
"Gone somewhere is the smug complacency; the sureness that present procedure, practice and method is right because we say so.

"In its place is determination to make it right; a consecration to the task of building an educational program which will stand up under the strain of closer and more intelligent questioning than has ever been directed to the problem before.

"What shall be the role of education in this new day? We

should take our cue, I believe, from the approach which appears to be more and more the order of the day. Appraisal—fact-finding—planning. With fact-finding accepted as the normal approach to the study of human relations, the schools will be free to educate in a sense in which they have not been able to educate before.

"The schoolmaster accepts the challenge of the new day with head up and unafraid. In the spirit of NRA he stands ready to do his part—not to accept responsibility for re-making or re-charting the social order, but to so train boys and girls that they may fulfill the promise that the future course of America shall be an ordered course; that it may be worked out, 'not according to someone's Utopian dream but with a direct and scientific approach to the social facts.' This is a professional challenge more thrilling, more significant than the challenge to a Gorgas of the fever-ridden Canal Zone."



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ECONOMY INJURING SCHOOL EFFICIENCY

Maine Citizens Urged to Demand that Curtailment be Stopped

PORTLAND, Me. — Pointing out that Maine has spent $2,200,000 less for school support in the last two years, a joint committee of the Maine Teachers' Association and Maine Congress of parents and teachers, meeting here, requested Parent-Teacher associations throughout the state to call mass meetings of parents and teachers and interested citizens to fight for more adequate school appropriations.

The joint committee cites as a result of this nightmare of curtailment:

"Teachers' salaries have been drastically reduced below, in many cases, the minimum wage for unskilled labor under the recovery code.

"Worthwhile activities that have been introduced after years of labor have been curtailed or eliminated.

"Transportation has been reduced or withdrawn.

"The school year has been shortened.

"Expenditures for textbooks and supplies have almost reached the vanishing point."

The committee calls upon educators and interested citizens to make these facts known, to arouse the mothers and fathers in Maine to a sense of civic responsibility to their children.

School of Education Established at Syracuse

SYRACUSE, N. Y.—Syracuse University announces the establishment of a School of Education to absorb the present Teachers College of Syracuse University and take charge of all teacher training in the institution. The faculty of the school will consist of thirty-five or forty members, including approximately twelve from the College of Liberal Arts, ten from the present Teachers College and the balance from the other colleges and schools in which prospective teachers are enrolled. The work of the current year will be carried on under the present organization of Teachers College, and its present relationship to the other colleges of the university will continue throughout the academic year.

Aviation Now Taught In Jersey High School

TEANECK, N. J.—The distinction of having the first regular high school course in the United States in aviation for which full academic credit is given is claimed by Teaneck High School here. The school has acquired an airplane for the class, the cost of which, $1,890, was largely met by the students. The classes meet five times a week over a period of two years. The first year is to be devoted to a ground course covering aerodynamics, aircraft structure, meteorology, and navigation. The second year will be devoted to flight instruction. Each pupil will have fifty to sixty hours in the air. Fifty hours is required for a private pilot's license. Fifty per cent of the costs of the course is borne by the State of New Jersey since aviation is recognized as a vocational art.

Reich Calls on Students For 4 Months of Labor

BERLIN.—The general outline of the plan for a half year's term of compulsory labor service by German students as a preliminary condition to attending universities has been announced. Under the new rule, men students must devote four months to regular labor service and six weeks to field sports, while women students must do twenty-six weeks of labor service. Foreigners and non-"Aryan" Jews are not allowed to participate. It is left to Germans living abroad and to students going in for the study of Catholic theology whether or not to do so. Exempt from the compulsory service are students physically unfit and those following a course involving a year of practical labor and co-operation with workers. In these and other special cases, when the students wish to be excused from labor service, they must apply to the headquarters of the students' labor service.

Book in Shorthand Real Hitler Portrait

ALTENBURG, Germany. — A local storm trooper named Schenk made a pen picture, four feet by two of Chancellor Hitler consisting entirely of shorthand signs. Schenk used Hitler's book, "My Fight," for the purpose and got the contents of all its 781 pages into the picture in shorthand. He worked on it for six months and used 100 nibs on the job. The picture was presented to the Nazi chief.

Rochester School Renamed For Janitor

ROCHESTER, Mich. — By unanimous vote the school board changed the name of the old Central grade school here to "Harrison school" in honor of William F. Harrison, seventy-two, who had been janitor of the school for thirty-seven years, and beloved by several generations of children as "Bill."

TEACH PERFECTION IN ARITHMETIC

Properly Taught, Pupils May Reach Higher Accuracy

BOSTON.—"A time is coming, and perhaps it is not far distant, when every normal child completing the third grade will be 100 per cent perfect in the fundamentals of arithmetic," declares Dr. Guy M. Wilson, professor of education at Boston University's school of education. "Letter perfection in the fundamentals of arithmetic is possible for every normal child. It is actually a fact today in hundreds and hundreds of schools dotted across the continent from New England to the Pacific Coast." These are schools that have adopted the new Wilson way of Arithmetic, a method that has produced results never before reported in educational circles.

"Things that are not learned right, or things that are learned unnecessarily, later must be either unlearned or discarded," the professor said. "Think of the waste. Actually there are only 480 facts in addition, 274 in subtraction, 100 in multiplication and 211 in short division. If, as has been the general rule, hours are spent stuffing the pupils' heads with other, unnecessary facts, the result is likely to be a confusion of ideas, a partial rather than a 100 per cent learning of number facts and a positive dislike for the whole subject. If by the simpler method they master the fundamentals of number work, the children will go out into life armed with a mightily efficient tool for everyday living. And the best of the new method is, they like it."

According to Dr. Wilson's reports, in a recent experiment in the mill section of the city of Lawrence, Massachusetts, with a total of 1079 pupils, thirty third-grade teachers turned in an average score of 97.8 in addition. This contrasts strikingly with the usual fifty, sixty, and seventy per cent results in most schools, and with the peak of seventy-eight per cent in Boston's eighth grades only a few years ago.

Home Hygiene Study Finds New Followers

SALT LAKE CITY.—Rapid changes in economic life have brought clear realization of what home hygiene means to the family, Dr. L. J. Nuttall, Jr., superintendent of Salt Lake City public schools, told the American Red Cross Convention here. "Since the recent changes in economic conditions, adults are realizing more and more that their education should not stop with graduation from school," Dr. Nuttall said. "They are taking up study courses of all kinds, including home hygiene."

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AN INTRODUCTION TO TEACHING AND LEARNING

By Gerald Alan Yoakam

Professor of Education and Director of Courses in Elementary Education, University of Pittsburgh

and Robert Gilkey Simpson

Assistant Professor of Education, Carnegie Institute of Technology

Research and experience in education and psychology have developed fundamental principles of technique that are observed by all good teachers. It is the purpose of this text to present these techniques in clear and simple form for the introductory course in education. As well as basic principles, it covers all the newer types of learning which have received emphasis in the past few years.

To be published in April
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DIRECTED OBSERVATION AND STUDY OF TEACHING

Although this study guide and workbook articulates closely with the text described above, it may well be used by itself to help prospective teachers assimilate for practical use their knowledge of principles and techniques underlying typical teaching. Students training for teaching at any level may use this manual to see how theory functions in actual classroom situations.

To be published in April

THE TRANSITIONAL PUBLIC SCHOOL

By

Cyrus D. Mead

Associate Professor of Education, University of California

and

Fred W. Orth

Principal, Coronel Public School, Los Angeles; Acting Principal, University Elementary School

Can the problems of the subject-centered public school and the ideals of the "child-centered" activity experimental school be reconciled in a curriculum utilizing subjects and activities? Here is a new book which offers much light on the problems of the integration of the old and new in education which is puzzling educators in the public schools. Doctors Mead and Orth submit an abundance of well authenticated and well organized material in support of their belief that integration is possible under public school conditions. They demonstrate how the work of the public elementary schools can become activity and life, and how books representing time-honored subjects may themselves be related to experience and behavior.

Introduction by Frank Pierrepont Graves
356 pages. $2.25

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MICHIGAN SCHOOLS AIDED BY LIQUOR

$500,000 to Pay Salaries Comes From State Control Returns

DETROIT, Mich. — Half a million dollars has been turned back to the State of Michigan by the State Liquor Control Commission to help to pay salaries of school teachers. The Commission, which came into existence January 1 of this year, still has $1,000,000 in its treasury.

When the chairman handed a check for $500,000 to the State, it represented the first disbursement of liquor revenue, under the act which requires that all profits, except $100,000 to the State police and $2,000 to the State's Legislative Council, shall revert to the school emergency fund.

The commission started in the liquor business without a legislative appropriation and first shipments of hard liquor were purchased on credit.

The commission, according to Chairman Frank A. Picard, is now taking in between $40,000 and $45,000 a day and the state's net profit is estimated at about 20 per cent.

Draws Lesson From Hitler

NEW YORK. — David Goodman, principal of the Rhodes School here, believes that American education can learn something from Nazi methods. "Whatever we may or may not think of Hitler," he said, "his work in the physical education of the young shows true constructive statesmanship. American education's greatest mistake is its failure to educate the body. Such physical training as we have, even in high schools and colleges, is superficial in character and trivial in amount. A few who go out for major sports overtrain, with final results that are bad. The great majority of students get practically no body training at all, and their flabby figures, poor posture and muddy complexions, to say nothing of slow movements and dull thinking, certainly show how much their physical selves need attention. The life of the school should centre around the gymnasium. Every student should have at least one full hour a day of strict body training, over and above his work in sports." This should be compulsory through grammar school, high school, and college; and teachers as well as students, Mr. Goodman holds, should go through it.

New York to Help Trade Teachers

ALBANY.—New York State will soon award twenty-five scholarships of $250 each to men and women qualified to become teachers of trades in the public schools of the state. Those who pass the examination will receive ten months' training in the industrial teacher training class of the State Teachers College in Buffalo, beginning in September. On satisfactory completion of the work the teachers will receive a life license to teach trades in the public schools. Applications must be filed before April 23 with the vocational and extension education division of the State Education Department.

Reform School Food Lures Boy to Crime

SAN JUAN, Puerto Rico.—Juanito Lopez, a ragged, underfed boy, asked a policeman in front of the Gonzalez Padin department store recently: "Do they give good food at the reform school?" The policeman said he thought so. Juanito drew back his arm and sent a rock crashing through the store window. "Now I am going to have plenty of food for a time," he said to the amazed officer.

SCHOOL DULLARD IS OFTEN ONLY BLUFFING

HOBOKEN, N. J.—School difficulties, in the belief of Dr. Johnson O'Connor of the Human Engineering Laboratories, Stevens Institute, arise from five often unrecognized causes: 1, small English vocabulary; 2, high engineering aptitude; 3, low accounting aptitude; 4, many aptitudes, and 5, discouragement.

Hard work alone will actually increase vocabulary, he holds, and along with it both skill in thinking and school grades. Low accounting aptitude, a term used to cover slowness in all types of clerical work, yields less easily to practice.

The boy who has the gift for visualizing three-dimensional structure which characterizes the engineer, the scientist, the surgeon, the sculptor, and the architect, is often under a school handicap, Dr. O'Connor has found. His peculiar talent does not help him in languages or arithmetic, and the fact of its disuse may make him restless. He may be helped in all subjects by being given a chance at the sciences early in his school course.

Similarly, the argument is, the discouraged boy is usually one whose main aptitude has no chance for expression in the school program. An opportunity to use it, whether it is in modeling or playing the trombone, may revolutionize his attitude and achievement in all school work. On the other hand, the boy who fails in spite of many aptitudes is usually one who in the lower grades slid along with practically no effort, and who needs to acquire better work habits.

Much Weather In This School

WILDWOOD, N. J.—Don't like the weather, huh? Well, be careful what you say about it around the Wildwood Crest grammar school. The principal is Mrs. Brooks Blizzard. The music teacher is Frank Sunshine. And the janitor is William Showers.

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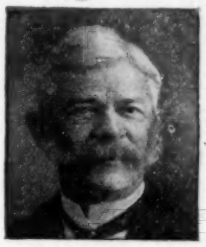

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Soviet Children Training for War

MOSCOW. — Children in Soviet Russia are being infected by the war spirit now pervading most elements of the population, schooled by its leaders in the belief that the Bolshevik state, soon or late, must repel an invasion from the East. In the Samoskvoretchy district of Moscow, the Young Pioneer organization, juvenile branch of the Communist party for boys and girls of from ten to sixteen, held a conference of "young shock brigadiers of defence" which pledged itself to help strengthen the country. Sending greetings to "our beloved leader and teacher, the great Stalin, and to the leader of the Red army, Comrade Roroshiloff," the conference of children declared: "Your direction to strengthen the defence of the country is a direction to pioneers and all other school children and we will fulfill it. We obligate ourselves to study and progress in science, in physical culture and in foreign languages, for Red soldiers must be healthy, strong, and educated."

High School Strike Thwarted by Faculty

MELROSE, Mass.—Refusal of Melrose High School officials to yield to demands that school sessions end an hour earlier than at present and that modern dance numbers replace old-fashioned tunes in music courses, led recently to an attempted strike by more than 800 students, which was thwarted by the prompt action of faculty members. Male teachers stationed at the doors of the school building turned back the students as they sought to leave at 1.30 o'clock prior to the opening of the last class. There was little confusion according to officials, as the students went to their rooms. The walkout was attempted mostly by freshmen who should have waited until the next day. Hours were not shortened, but a concession was made in the music program. The following day at assembly William D. Sprague, principal, called a student to the piano on the platform and joined with the students in singing the latest song hits. Then he had Coach Harold Poole present sweaters to members of the football team, while the students cheered. Talk of a strike subsided.

World-Cruise Steamer To Be Floating College

NEW YORK.—The steamer Volendam, of the Holland American line, will be operated as a floating university on a round-the-world cruise next fall according to plans announced by C. M. deJong, general passenger traffic manager of the line. A full-year college course will be offered. The Volendam is scheduled to leave New York on October 4. She will stop at New Orleans, Los Angeles, and San Francisco. The cruise, which will be 225 days, includes stops at thirty-four countries. Educational features will be under the direction of Professor James E. Lough, former dean at New York University, who will head a faculty of professors and deans on leave of absence from leading colleges and universities.

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BOOK TABLE

Children of the Desert

OUR LITTLE FRIENDS OF THE ARABIAN DESERT, ADI AND HAMDA, by Frances Carpenter, illustrated by Curtiss Sprague. Cloth, 232 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Horses and camels, sandy deserts with their palm-shaded oases, Bedouins and traders, caravans and mosques, all mingle in this delightfully exotic little book for young readers. But, more important than the picturesque strangeness of the scenery, is the thread of narrative which deals with certain characters and their activities and interests.

This is one of a series of books for supplementary reading in the elementary grades; books which impart an understanding of foreign lands and peoples; showing that while their customs and languages are different from our own they are nevertheless neighbors, similar in many ways to ourselves.

Children will be likely to read this fine storybook without having it pushed upon them. Simple exposure should be all that's necessary.

Quoted Philosophies

SOURCE BOOK IN THE PHILOSOPHY OF EDUCATION. By William Heard Kilpatrick, Professor of Education, Teachers College, Columbia University. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Admirable in its choice of nearly a thousand excerpts from the writings of earnest thinkers, is this compilation by Dr. Kilpatrick. Admirable, too, is its orderly organization, which makes a continuous treatise, presenting educational theory in its innumerable facets. Admirable again is its thorough indexing both by sources and by topics. Judicious exclusion as well as inclusion has been practiced, so that the book is of moderate size and heft. This should be a valuable addition to the library of any educator; a volume to be consulted often in those hours when he is trying to see his goals more clearly and to appraise the labor of his hands, head and heart.

Exploring Science

THE WORLD AROUND US. By Samuel Ralph Powers, Professor of Natural Sciences, Teachers College, Columbia University; Elsie Flint Neuner, Supervisor of Elementary Science, New Rochelle, New York, and Herbert Bascom Bruner, Professor of Education, Teachers College, Columbia University. Cloth, 475 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

"The World Around Us" is the first of a three-book series entitled "A Survey of Science," for pupils of junior high grades.

The aims which the authors have in mind are: to develop an understanding of scientific truths; to develop an understanding of scientific methods of inquiry; and to develop an attitude of respect for what man has learned. There is also the purpose of encouraging young people to put science at work modifying their environment.

The field of general science is approached through eight major units, selected for their immediate interest and possibility of simple treatment. This text has every appearance of good organization and real teachableness. The pupil is led by agreeable pathways to higher levels of knowledge regarding his environment.

The book is noteworthy for its skill in the awakening of worthwhile interests through questions, illustrations, and suggested tasks; and for the amount of well-arranged information it supplies in answer to pupils' curiosities. Underlying principles are well brought out and sufficiently illumined and reviewed to make them linger as a part of life experience.

From the foreword for pupils to the last line of the text, regard has been had to the mind of the learner.

Such books merit the attention of schools wishing to introduce their adolescent pupils to the world of nature at their doors.

Famous Normal School

THE HISTORY OF BRIDGEWATER NORMAL SCHOOL, by Arthur C. Boyden. Cloth, 156 pages. Published by the Bridgewater Normal Alumni Association, Bridgewater, Massachusetts.

It is fortunate for alumni and others interested in the signal development of normal instruction at Bridgewater, that the one man best qualified, for the task of writing the history of the Bridgewater institution undertook and so nearly completed the work during the closing years of his life.

The volume combines in good proportion the elements of narrative and philosophy. Dr. Boyden, who served so many years as head of the Normal School, later Teachers College, at Bridgewater, has given, in not too massive form, a well-rounded historical picture. He has shown the work and ideals of this pioneer school expanding through the years, and contributing its important influence to the broad stream of education in the United States.

Merging Hemispheres

ORIENT AND OCCIDENT. By Hans Kohn. New York: The John Day Company.

The author of "Orient and Occident" is an apostle of world unity, who has resided in various parts of the world, and has sought to understand divergent viewpoints, and to discover those hopes and aspirations which are common to all mankind—hopes and aspirations which can be realized only through laying aside false nationalism and enmities born of prejudice.

Underlying issues treated in this compact volume include:—

Political, cultural, social and economic problems; the factor of Bolshevism; and New Prospects in World Politics.

An admirable though short bibliography is presented, together with a fuller index than is sometimes provided.

Through the reading of such books as this an attitude of mutual good will and a spirit of co-operation should be developed as a bulwark against world catastrophe.

Purposeful Playmaking

BUILDING CHARACTER THROUGH DRAMATIZATION, by Jessica Childs, Teacher of Dramatics and Vocal Expression, H. C. Frick Teachers College, Pittsburgh, Pennsylvania. Cloth, 374 pages. Evanston, Illinois; New York, Philadelphia, San Francisco: Row, Peterson and Company.

The author writes from the heart and from an experience of twenty years in turning to account the dramatizing traits which are natural to children and wait only to be re-awakened in adults. Not the learning and acting of ready-made plays, but the working up of themes by pupils themselves, is the central thought of this book, which is rich in suggestion and guidance for teachers and all who have responsibility for auditorium performances in which young or older persons are to walk the boards or dance upon them.

Society is outgrowing a traditional prejudice against the drama and is beginning to recognize how valuable an adjunct it can be made to education.

DIRECTORY

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The Problem Box

(Continued from Page 191)

have given us no funds with which to carry on our usual county institute. The only fund we have is the fee teachers pay, and that is not enough to pay instructors of note. Does your knowledge of our situation suggest anything we might do under these circumstances?

Answer—It does not seem to me that because our material resources are less we should let it interfere with the intellectual processes, professional keenness, and spiritual idealism. While I have attended in the years gone by many institutes which did not seem to be worth while, I am sure now they were. The fact of association, the independent thinking, and the recognition of the occasion which brought us together was quite worth while.

By no means should the county superintendent allow the interest to wane, or lapse, while this depression is on. If there is any good at all to come out of this universal hardship it must be an added professional zeal and a firmer belief in education as a means of human betterment. The institute should be first of all an opportunity for the county superintendent to unify his work, to give wholesome instruction concerning his program of advancement, to unify aims and to build spirit.

In earlier days farmers used to club together to do jobs which one man could not do very well alone. Such occasions as harvesting and threshing, house-raising, and the like. There is no reason why superintendents might not do a little exchange work to advantage. There are also inspirational workers who will donate a large part of the usual honorariums for the good of the cause. I think by all means the professional gathering of the teachers should be kept going.